



Guide To Managing Career Development Programs

Developed By: Mary Jo Edwards
Office of Training and Human Resource
Development
Tel: (202) 426-1518

Introduction/Background

This guide has been developed to assist training managers/coordinators who will be responsible for monitoring participants in the USDA Graduate School's Career Development Programs – Executive Potential Program, Executive Leadership Program for Mid-Level Employees, New Leader Program, and Aspiring Leader Program. The purpose of this guide is to disseminate information and consolidate the tools and systems which have been used in the Office of Training and Human Resource Development for managing these programs over the past 15 years. We have invested much time in reengineering these programs, improving administrative processes, and creating and designing value-added features to the programs. We believe that our suggestions will be helpful to you in managing these program. However, it will be up to you and your organization to decide your level of involvement for the day-to-day management of these programs and what works best for you. As each new class begins, the management function will be delegated to the participant's respective organization. Current participants in all four programs will continue to be serviced by MA-31 staff.

The Office of Training and Human Resource Development will continue to take responsibility for the following supplemental features of these programs:

- " Preparing and distributing the annual announcement of all four programs;
- " Receiving and reviewing nominations from Departmental Elements and forwarding them to the USDA Graduate School;
- " Soliciting the Department for developmental assignment opportunities for participants and disseminating them to agency coordinators;
- " Providing programmatic guidance to agency coordinators;
- " Writing articles on graduating classes for the "DOE This Month"
- " Tracking demographic statistics on program graduates;
- " Preparing annual "state of affairs" reports reflecting program impacts;
- " Designing and developing evaluative surveys to obtain feedback from graduates and supervisors; and
- " Conducting a "Corporate" orientation via Telcon or Televideo for participants and training coordinators.

Once selections are made by the USDA Graduate School, agency program coordinators will become involved in the management function of their participant(s) throughout the program year. Due to the difficulty of capturing all the details on all four programs in this Guide, Mary Jo Edwards (Nationwide coordinator), Jackie Battle, and Peggy Robinson in the Office of Training and Human Resource Development will be available as needed to provide guidance or answer any questions you may have. Mary Jo can be reached on (202) 426-1518 or by e-mail at maryjo.edwards@hq.doe.gov. Jackie can be reached on (202) 426-1351 or by e-mail at jackie.battle@hq.doe.gov. And Peggy can be reached on (202) 426-1357 or by e-mail at peggy.robinson@hq.doe.gov.

U.S. DEPARTMENT OF ENERGY

Career Development Programs EXECUTIVE POTENTIAL PROGRAM (GS-13 to GS-15)

PROGRAM SUMMARY

USDA Graduate School Program Director: Norm Riggins Tel:(202) 314-3589
USDA Graduate School Program Specialist: Kimberly Robinson Tel: (202) 314-3581
FAX: (202) 479-6814

Address: Leadership Development Academy, Executive Potential Program
600 Maryland Ave., SW, Suite 330, Washington, DC 20024

Objective: To provide a foundation of management training and developmental experiences to facilitate the transition into management

Cost: \$4,900 tuition plus travel expenses (funded by organization)

Duration: 1 year (part-time, participants remain on job)

Program Cycle: One program a year normally beginning in March or April

Structure: Major components of this program, in addition to 4 weeks of residential training sessions/seminars, mentoring, a team benchmarking activity, and an experiential learning team project, include the following:

Developmental Assignments: Two 60-day developmental assignments to provide participants with the breadth of work experience in goal setting and clarification; planning and problem solving; work facilitation; obtaining and giving feedback; making control adjustments and recognizing and reinforcing task performance. The assignments can be in DOE, other Federal agencies, private organizations, Capitol Hill, OMB, or the White House.

Shadowing Assignment: Completion of a three-day shadowing of a senior executive. Purpose is to provide exposure to managerial excellence and visibility among Federal managers and executives and to view decision-making styles and problem solving techniques.

Executive Interviews: Completion of interviews with five senior executives in the Federal Government (three career executives, one non-career appointee and one female). Purpose is to gain critical information for long-term career planning and to develop insight/knowledge about the role of the Federal executive.

Executive Potential Program

Detailed Program Information

The Executive Potential Program (EPP) is a 12-month nationwide career enhancement program that offers training and development experiences for high-potential GS 13-15 employees who are moving into managerial positions. EPP provides managerial needs assessment, individual development plans, developmental work assignments and residential training that address the competencies necessary for executive-level positions.

The Executive Potential Program is a competency-based leadership development program designed to enhance the competencies needed to become a successful leader, by providing new and challenging experiences that will lead to leadership growth and senior-level positions. The program is based on OPM's Executive Core Qualifications (ECQs) and the Graduate School, USDA's Leadership Effectiveness Framework/Inventory (LEF/LEI).

The following information is important for applicants and first/second-line supervisors to understand before deciding to participate or support participation:

Program (Time) Requirements

To complete the minimum requirements of the Executive Potential Program, each participant may be expected to be away from his or her position of record for a minimum of 6 months over the course of the program. Scheduling of developmental activities may be timed to minimize disruptions in department or agency work flow.

Participant Qualifications

The program is open to full-time permanent federal employees at the GS 13-15 level who have demonstrated significant leadership potential. Waivers to the grade requirements will be considered on an individual basis at agency request. The Graduate School makes every effort to make all of its programs barrier free. Agencies are encouraged to nominate persons with disabilities.

Nominating Procedure

Program acceptance is based on The Graduate School's review of agency nomination packages. Nomination packages for each nominee must include:

- < Current OF-612 or detailed resume
- < Complete Graduate School, USDA EPP Application Package
- < Training forms SF-182, 350, 1556 complete with all billing information and signatures

Each agency should ensure that nominees are selected in a fair and equitable manner.

Costs

Tuition for the 12-month program is \$4,900 per participant. Payment is made to the Graduate School through approved government training forms or Government Credit Card. Tuition must be paid upon receipt of invoice, which will be issued upon participant's completion of the orientation residential session. Payment documents must be complete with billing addresses, appropriation classifications and purchase order numbers.

Tuition payment does not include travel or lodging costs. Travel and lodging costs for the four residential sessions is the responsibility of the employing agency. Lodging costs will be at or below per diem rates. Participants will be expected to pay for all meals while in residence at Orientation, Core I, the Benchmarking session, and the graduation session activities except for the luncheon.

The Program is composed of the following components:

Leadership Development Plan

Each participant will design a Leadership Development Plan. As part of developing the plan, they will complete a 360-degree leadership assessment instrument, which will result in feedback from supervisors and peers/subordinates. This feedback is critical for identifying individual and organizational developmental needs for the year-long LDP -- which serves as a roadmap or blueprint to developmental success that participants will be using throughout the Program. It is to be designed using the developmental information found in the LEI and LEF in cooperation with input and feedback from the supervisor, agency coordinator and senior advisor. The participant must focus on the developmental needs identified by the LEI. It should be based on each participant's developmental needs. A completed LDP is required prior to beginning a 60 day developmental assignment.

The LDP must include the minimum Required Activities as follows:

- < Five Senior Executive Interviews
- < One 3-day Shadowing Assignment
- < Two 60 calendar day Developmental Assignments (Assignments may not begin before an approved LDP is submitted)
- < Experiential Learning Team Activities (ELP)

The LDP must also include Individual Activities and Agency-Specific Activities that will complement the Required Group Activities. This means that individual and agency needs/interests NOT covered by the Required Group Activities should be addressed here.

Before submitting the completed LDP for signature, please make certain that a draft is submitted to the USDA/EPP staff.

Residential Sessions

The curriculum consists of four one-week intensive residential sessions. The orientation session focuses on individual development needs, team building, leadership skills, experiential learning project identification and project planning. Program requirements, policies, expectations and opportunities are outlined during this session. The remaining three residential sessions concentrate on the following ECQs:

Leading Change
Leading People
Managing for Results
Building Coalitions/Communications

Formal/informal discussions continue into the evening. Typically, all of the residential sessions are held outside Washington, DC. Benchmarking may be conducted in Boston, Philadelphia, St. Louis or Dallas.

Senior Executive Interviews

The objectives for the SES interviews are:

- < To gain insight to the key developmental needs identified in the LEI;
- < To provide opportunities to gain critical information for long-term career planning and development;
- < To gain insight and knowledge about the role of a Federal executive through personal interaction;
- < To assist in the establishment of a formal/informal support network for professional development;
- < To provide opportunities for personal interaction with high-level executives; and
- < To strengthen interpersonal skills.

Each participant is to interview a minimum of five Senior Executives in the Federal Government. (High level executives in the private sector are also acceptable.) Two interviewees must be career executives, one should be a political or non-career appointee who is at the executive level, and one must be female. Three must be done outside the agency or department.

A written summary of each of the interviews must be furnished to the USDA Graduate School by their specified due date. Each written summary should be at least two typed single spaced pages. Attention must be given to how the interview enhanced the developmental needs identified in the LEI and LDP.

The following information should be included in the interview summary:

- < Name, title, organization location and scope of the executives' responsibility;
- < Career progression;
- < Responsibilities within the framework of the five leadership competency areas;
- < The most critical aspect of their jobs and why;

- < How early career planning prepared them for their current job; if not, how they would have prepared themselves differently;
- < The qualifications, in their opinion, that are critical for leading the workforce in the next millennium;
- < Types of personal attributes one must possess to be a successful executive and why; and
- < Their recommendation(s) to enhance the developmental year in the program.

Executive Shadowing Assignment

Each participant must complete a three-day shadowing assignment with a senior executive. The purpose of this assignment is to provide exposure to leadership excellence and also to provide visibility among Federal executives. It further provides an opportunity to view decision-making styles and problem solving techniques in a real-life situation. Participants will gain experience in communicating with executives in one-on-one situations.

Program managers and supervisors may be helpful in identifying executives who would provide shadowing opportunities. Also, the executive interview requirement may provide an opportunity to investigate numerous shadowing possibilities.

A written evaluation of this experience is required. This review should be three typed single spaced pages and include:

- < Executive's name, title, location, and date of assignment;
- < Relationship of this assignment to the LDP and how it helped attain the learning objective(s);
- < Outline of a typical day;
- < Notable characteristics that ensure the success of this executive (decision making style, interpersonal sensitivity, ability to communicate clearly); and
- < Recommendation as an activity for future programs.

The Executive Shadowing assignment should be furnished to USDA Graduate School by their specified due date.

Developmental Assignments

Each Program participant is required to complete two 60-Calendar day (8 weeks) developmental assignments during the program year. ***Assignments may not begin before the participant's LDP has been approved within the agency and also by the USDA Graduate School/EPP Program Director. The developmental assignments must be outside the participant's current position of record, preferably in an organization and or career field unfamiliar to the participant.***

These assignments will provide exposure and visibility at the highest levels of agency leadership, and provide opportunities to gain critical information for long-term career planning and development. The purpose of developmental assignments is to provide breadth of work experience in the managerial competency areas listed as a developmental need in one or more of the LEF Competencies.

The participant is responsible for obtaining his or her own assignments through contacting prospective offices and solidifying arrangements. The senior advisor may be in a position to make suggestions and/or identify contacts in the participant's target area. Further, supervisors and agency Program coordinators may have helpful suggestions. The EPP Office will publish opportunities as they become available.

Once a developmental assignment has been agreed upon, the participant must compose a contract that communicates the objectives and duties of the assignment and clearly indicate how the assignment will strengthen their developmental needs as indicated by the LEI and LDP. This contract must be signed and dated by the host supervisor, permanent supervisor, Agency Coordinator and participant and submitted to the USDA Graduate School no later than one week into the assignment. Failure to do so could result in the assignment being invalid. The host supervisor is responsible for a written certification at the end of the assignment. In addition, participants are responsible for submitting an impact paper. This paper should describe the benefits derived from the assignment and how this assignment helped them accomplish the goals and objectives indicated by the 360 degree feedback/LDP. Any format may be used, and the paper should be at least 5-10 pages in length (single spaced).

Benchmarking to Develop Leaders

The Executive Potential Program has enhanced its approach to leadership development through incorporating benchmarking exercises. The program utilizes benchmarking processes to identify outstanding leadership practices that will facilitate the development of successful leaders. They will have an opportunity to visit major corporations, universities, federal, state and local governments and nonprofit organizations. The goals of the benchmarking study are to:

- < Meet and dialogue with "best practice" leaders in public service, business and industry, and academe;
- < Facilitate collaborative thinking and organizational learning; and
- < Apply benchmarking to individual development, experiential learning projects, and federal government organizations.

Experiential Learning Project

Experiential Learning Teams will identify a current issue or problem, with sponsorship from a senior-level executive, to study and report. A report and presentation will be given to the sponsor upon completion.

Participants will be assigned to Experiential Learning Teams during Orientation. The goal of these teams is to aid participants in becoming a more self-directed, action-oriented and visionary leader in the new millennium. These teams strengthen leadership and interpersonal skills; stimulate commitment to personal development; and provide a forum to explore issues facing Federal leaders.

U.S. DEPARTMENT OF ENERGY

Career Development Programs
EXECUTIVE LEADERSHIP PROGRAM
FOR MID-LEVEL EMPLOYEES (GS-11 to GS-13)

PROGRAM SUMMARY

USDA Graduate School Program Director:
USDA Graduate School Program Specialist:

Debra Eddington
Deborah Johnson

Tel: (202) 314-3592
Tel: (202) 314-3579
FAX: (202) 479-6814

Address: Leadership Development Academy, Executive Leadership Program
600 Maryland Ave., SW, Suite 330, Washington, DC 20024

Objective: To develop competencies needed to assume positions as team leaders, supervisors, or managers
Cost: \$3,650 tuition plus travel expenses (funded by organization)
Duration: 1 year (part-time, participants remain on job)
Program Cycle: One program a year normally beginning in August
Structure: Major components of this program, in addition to five weeks of residential training sessions/seminars, mentoring, management readings, a team benchmarking activity, a program impact paper, and a leadership development team activity, include the following:

Developmental Assignments:

One 30-day and one 60-day developmental assignment to provide participants the opportunity to test their managerial/supervisory and project management capabilities outside their technical expertise. The assignments can be in DOE, other Federal agencies, private organizations, Capitol Hill, OMB, or the White House.

Shadowing Assignment:

Completion of a five-day shadowing of a senior Federal manager at the GS/GM-13 level or above. Purpose is to provide exposure to managerial excellence and visibility among Federal managers and executives and to view decision-making styles and problem solving techniques.

Executive Interviews:

Completion of five executive interviews including an SES member and a female manager. Purpose is to gain critical information for long-term career planning and to develop insight and knowledge about the role of the Federal executive.

Executive Leadership Program for Mid-Level Employees

(Formerly the Women's Executive Leadership Program)

Detailed Program Information

The Executive Leadership Program for Mid-Level Employees (ELP) is a 12-month nationwide program open to both men and women at the GS 11/12/13 levels who have little or no supervisory experience. The ELP provides residential training, developmental work experiences, needs assessment and career planning, which gives participants the skills, experience and exposure to move into positions of more responsibility.

The ELP is a competency-based leadership development program designed to enhance the competencies needed to become a successful leader and is based on OPM's Executive Core Qualifications (ECQs) and the Graduate School, USDA's Leadership Effectiveness Framework/Inventory (LEF/LEI).

The following information is important for applicants and first/second-line supervisors to understand before deciding to participate or support participation:

Program (Time) Requirements

To complete the minimum requirements of the Executive Leadership Program, each participant may be expected to be away from his or her position of record for a minimum of 6 months over the course of the program. Scheduling of developmental activities may be timed to minimize disruptions in department or agency work flow.

Participant Qualifications

The program is open to full-time permanent federal employees at the GS 11-13 level who have demonstrated significant leadership potential. Waivers to the grade requirements will be considered on an individual basis at agency request. The Graduate School makes every effort to make all of its programs barrier free. Agencies are encouraged to nominate persons with disabilities.

Nominating Procedure

Program acceptance is based on The Graduate School's review of agency nomination packages. Nomination packages for each nominee must include:

- < Current OF-612 or detailed resume
- < Complete Graduate School, USDA ELP Application Package
- < Training forms SF-182, 350, 1556 complete with all billing information and signatures

Each agency should ensure that nominees are selected in a fair and equitable manner.

Costs

Tuition for the 12-month program is \$3,650 per participant. Payment is made to the Graduate School through approved government training forms or Government Credit Card. Tuition must be paid upon receipt of invoice, which will be issued upon participant's completion of the orientation residential session. Payment documents must be complete with billing addresses, appropriation classifications and purchase order numbers.

Tuition payment does not include travel or lodging costs. Travel and lodging costs for the four residential sessions is the responsibility of the employing agency. Lodging costs will be at or below per diem rates. Participants will be expected to pay for all meals while in residence at Orientation, Core I, the Benchmarking session, and the graduation session activities except for the luncheon.

The Program is composed of the following components:

Program Curriculum

The Executive Leadership Program for Mid-Level Employees is structured around four five-day and one ten-day residential seminars held within a 200 mile radius of the Washington, D.C., metropolitan area. Based on the U.S. Office of Personnel Management's Leadership Effective Framework (LEF), a model for effective leadership/managerial performance, this program helps to enhance the LEF competencies needed to become a successful leader and manager within the federal government.

Orientation Session

A one-week orientation session establishes a working relationship between other participants and program staff. Held at a residential training site, this session will outline program requirements, policies, expectations and opportunities.

Leadership Training Session

The Leadership Training Session (formerly called "Core Training Session") is a two-week residential session that assesses each participant's developmental needs in relation to the roles and responsibilities of leaders/managers. During this session, the Leadership Development Plan is finalized, addressing the developmental needs participants need to strengthen during the Executive Leadership Program for Mid-Level Employees. Training topics covered in this session include: Effective Leadership, Facilitation Skills for Leaders, Intervention Skills for Leaders, Leadership Effectiveness inventory Interpretation Session, Maintaining the Balance, Presentation Skills, Program Planning, Teambuilding, and Workforce Diversity.

The Outstanding Leadership Practices Seminar

The Outstanding Leadership Practices Seminar is a one-week training session where benchmarking teams are formed. These teams observe first-hand organizations that have proven reputations for outstanding leadership practices. Each benchmarking team delivers a presentation on the site visit during this session. The learning objectives for this training event include: how to best develop future leaders; how leaders are chosen; examine best practices and key trends in leadership development; and learning by observation.

Close-Out Week Activities

During the final week of the program, participants will participate in the following activities to round out their program experience:

- Leadership In the New Millennium - an opportunity to learn from experts and executives on the future of leadership in the federal government
- Leadership Development Team Presentations - each team will conduct a one-hour presentation based on one of the 27 Leadership Effectiveness Inventory competencies
- Post-LEI/Transitioning Workshop - an opportunity for the participant to review the program year and transition into the next phase of his/her career, as well as receive the results of the LEI that are completed with the supervisor again at the end of the program year
- Graduation Ceremony - agency program coordinators, supervisors, agency officials and guests are invited to celebrate each participant's success

Individual Needs Assessments

Before attending the orientation session, each participant will complete the Leadership Effectiveness Inventory (LEI) to assess his/her level of leadership and managerial skills. The Myers-Briggs Type Indicator (MBTI) personality assessment is also completed. The results of these assessments will be returned at the orientation session. The result will be used as a basis for the Leadership Development Plan.

Leadership Development Plan

A Leadership Development Plan will be used as a roadmap for development during the program. Leadership Development Plan format, including provisions for defining and meeting specific career development objectives, will be provided. The Executive Leadership Program's director will guide participants through the design of the plan. Participants will coordinate plan preparation with first-line supervisors and agency program coordinators to ensure appropriate support.

As part of developing the plan, participants will complete a 360-degree leadership assessment instrument, which will result in feedback from supervisors and peers/subordinates. This feedback is critical for identifying individual and organizational developmental needs for the year-long LDP. It is to be designed using the developmental information found in the LEI and LEF in cooperation with input and feedback from the supervisor, agency coordinator and senior advisor. The participant must focus on the developmental needs identified by the LEI. It should be based on each participant's developmental needs. A completed LDP is required prior to beginning a developmental assignment.

The LDP must include the minimum Required Activities as follows:

- < Five Senior Executive Interviews
- < One 1-week Shadowing Assignment
- < One 30-day and one 60-day Developmental Assignment (Assignments may not begin before an

- approved LDP is submitted)
- < Three Management Readings
- < Leadership Development Team
- < Outstanding Leadership Practices Benchmarking Team

The LDP must also include Individual Activities and Agency-Specific Activities that will complement the Required Group Activities. This means that individual and agency needs/interests NOT covered by the Required Group Activities should be addressed here.

Leadership Development Team Activity

During the Orientation Session, participants will be assigned to a Leadership Development Team. These teams are designed to strengthen leadership and interpersonal skills, stimulate commitment to personal development, and provide a forum to explore current issues facing managers/executives in the federal workplace. Each team will design and deliver a one-hour presentation on one of the 27 Leadership Effectiveness Inventory components. This presentation will be conducted during the Close-Out Week Activity.

The training objectives of the leadership team experience include: to encourage the strengthening of teambuilding and interpersonal skills needed for effective group interaction and decision making; to stimulate a commitment to personal development and continued learning; to provide a forum for participants to explore and address current issues facing managers and executives in the workforce; to strengthen leadership skills and promote individual creativity; and to provide an opportunity for participants to network and be a member of a self-directed work team.

Developmental Work Assignments

Developmental Work Assignments are designed to provide exposure to different leadership/managerial experiences and perspectives. At a minimum, participants will complete one 30-day and one 60-day developmental assignment outside of the position of record. These assignments can be counted as either calendar or actual work days. Assignments must be completed during the program year. Two separate assignments (not one 90-day combined assignment) must be completed to satisfy the program requirement. These assignments will provide exposure and visibility at the highest levels of agency leadership, and provide opportunities to gain critical information for long-term career planning and development. The purpose of developmental assignments is to provide breadth of work experience in the managerial competency areas listed as a developmental need in one or more of the LEF Competencies.

The participant is responsible for obtaining his or her own assignments through contacting prospective offices and solidifying arrangements. The senior advisor may be in a position to make suggestions and/or identify contacts in the participant's target area. Further, supervisors and agency Program coordinators may have helpful suggestions. The ELP Office will publish opportunities as they become available.

Once a developmental assignment has been agreed upon, the participant must compose a contract that communicates the objectives and duties of the assignment and clearly indicate how the assignment will strengthen their developmental needs as indicated by the LEI and LDP. This contract must be signed and dated by the host supervisor, permanent supervisor, Agency Coordinator and participant and

submitted to the USDA Graduate School no later than one week into the assignment. Failure to do so could result in the assignment being invalid. The host supervisor is responsible for a written certification at the end of the assignment. In addition, participants are responsible for submitting an impact paper. This paper should describe the benefits derived from the assignment and how this assignment helped them accomplish the goals and objectives indicated by the 360 degree feedback/LDP.

Shadowing Assignment

A one-week assignment "shadowing" a federal manager or executive at the GS-13 to Senior Executive Service (SES) level is required. By observing managers/executives in action, participants will gain exposure to managerial duties, responsibilities and approaches. Participants will observe how the concepts learned in the program are applied in real-world situations. The purpose of this assignment is to provide participants exposure to managerial excellence and to provide visibility among Federal managers and executives. A written evaluation is required and should include: manager/executive's name, title, and agency designation; dates of the assignment; outline of a typical day; notable characteristics that make this manager/executive successful; why you chose to shadow that particular individual; and recommendation of this activity being included in future Programs.

Executive Interviews

Participants will interview five or more federal managers, including a member of the Senior Executive Service (SES) and a female manager. The executive interviews will provide an additional opportunity to interact at the highest levels of management and to gain critical information for long-term networking and career planning. The purpose of this requirement is: to provide opportunities to gain critical information for long-term career planning and development; to gain insight and knowledge about the role of a Federal executive through personal interaction; to assist in the establishment of a formal/informal support network for professional development; to provide opportunities for personal interaction with high-level executives; and to strengthen interpersonal skills. A two-page executive interview paper is required and should include: name, title, organization, location, and scope of the interviewee's responsibility and career progression; the most critical aspects of their position and why; how early career planning prepared them for their current position; type of career preparation they would recommend to someone who is aspiring to a career such as theirs; greatest career risk and if it was successful; the role mentoring played in their career; the interviewee's recommendations on how to enhance the participant's development year; and types of personal attributes one must possess to be a successful leader.

Managerial Readings

Participants will read and review three or more books on leadership and management issues. This component will help broaden knowledge of the field and strengthen analytical skills. The major objectives of this requirement include: enhancing participant's sensitivity to management environment issues, trends, and managerial concepts that may impact effectiveness as managers and supervisors; strengthening analytical skills; and providing sensitivity to and a broader perspective of organizational cultures, dynamics, and climate. The book reviews should include the following: the title, author's name, publisher, and publication date; major management concepts discussed; a discussion of the significance of the book's concepts to Federal managers; and a recommendation for including the book on next year's management reading list.

Program Impact Paper

Participants will prepare a paper discussing experiences during the program year and how those experiences will impact career plans and goals. The Program Impact Paper will also include a discussion of progress with each of the program components. Both the first-line supervisor and the Executive Leadership Program office will receive a copy of the paper. The Program Impact Paper should include: an overview of the Program year discussing highlights and major accomplishments, personal and professional benefits of the Program; benefits for the sponsoring organization; discussion of personal and professional growth; identification of additional training and developmental opportunities for future personal and professional growth; and discussion of future career goals.

U.S. DEPARTMENT OF ENERGY

**Career Development Programs
NEW LEADER PROGRAM (GS- 7 to GS-11)**

PROGRAM SUMMARY

USDA Graduate School Program Director: Jim Huske Tel: (202) 314-3593
USDA Graduate School Assistant: Tara Jackson: Tel: (202) 314-3583
FAX: (202) 479-6814

**Address: Leadership Development Academy, New Leader Program
600 Maryland Ave., SW, Suite 330, Washington, DC 20024**

Objective: To prepare high potential employees for leadership positions by enhancing communication, problem solving, leadership, and interpersonal skills

Cost: \$1,995 tuition plus travel expenses (funded by organization)

Duration: 6 months (part-time, participants remain on job)

Program Cycle: Two programs per year normally beginning in January and May

Structure: Major components of this program, in addition to three one-week residential training sessions/seminars, two management readings, a program impact paper, and learning team activities, include the following:

Developmental Assignment: One 30-day assignment in or outside of DOE (determined by agency) designed to give insight into agency mission, culture, organizational structure, and meet future individual and agency needs.

Shadowing Assignment: Completion of a 5-day shadowing of a Federal manager at the GS-13 to SES level. Purpose is to understand how the concepts learned in the program apply in real world situations.

Executive Interviews: Completion of one executive interview with a career manager at the GS/GM-13 to SES level. Purpose is to gain critical information for long-term career planning and to develop insight and knowledge about the role of the Federal executive.

New Leader Program

Detailed Program Information

The New Leader Program (NLP) introduces GS-7 to GS -11 employees to the core competencies of a first-line supervisor and provides practice in the team skills that are central to modern management. This six-month program, which addresses nine basic competencies, includes three five-day residential sessions and preparation of an individual development plan. The assignment will provide insight into the agency's mission, culture and organizational structure. The following information is important for applicants and first/second-line supervisors to understand before deciding to participate or support participation:

Program (Time) Requirements

To complete the minimum requirements of the New Leader Program, each participant may be expected to be away from his or her position of record for a minimum of 45 days over the course of the 6-month program. Scheduling of developmental activities may be timed to minimize disruptions in department or agency work flow.

Participant Qualifications

The program is open to full-time permanent federal employees at the GS-7 to GS-11 level who have demonstrated significant leadership potential. Waivers to the grade requirements will be considered on an individual basis at agency request.

Nominating Procedure

Program acceptance is based on the Graduate School's review of agency nomination packages. Nomination packages for each nominee must include:

- < Current SF-171, OF-612, or detailed resume
- < Complete Graduate School, USDA NLP Application
- < Training forms SF-182 complete with all billing information and signatures

Each agency should ensure that nominees are selected in a fair and equitable manner.

Costs

Tuition for the 6-month program is \$1,995 per participant. Payment is made to the Graduate School through approved government training forms or Government Credit Card. Tuition must be paid upon receipt of invoice, which will be issued upon participant's completion of the orientation residential session.

Payment documents must be complete with billing addresses, appropriation classifications and purchase order numbers.

Tuition payment does not include travel or lodging costs. Travel and lodging costs for the three residential sessions is the responsibility of the employing agency. Lodging costs will be at or below per diem rates. Participants will be expected to pay for all meals while in residence at Orientation, Core I, and the graduation/close-out session activities except for the luncheon.

The Program is composed of the following components:

Program Curriculum

The New Leader Program is designed around a model of effective leadership competencies called the Leadership Effectiveness Framework. The program focuses on leadership, teaming, problem solving, self-direction, flexibility, interpersonal skills, conflict management, decisiveness, written communication, oral communication and working effectively in a diverse workforce. The program includes three separate, one-week, residential seminars designed around the competencies in the Leadership Effectiveness Framework.

Orientation Session

This five-day residential session focuses on individual development needs, team building, leadership skills, team formation and interpersonal skills. Each team explores a program-related issue and prepares a presentation on this issue. Program requirements, expectations, and opportunities are also outlined for participants during this session.

Core 2 -- Teams At Work

This five-day residential session takes place approximately six weeks after the orientation session. During this session, participants concentrate on team performance, flexibility, conflict management, decision making/problem solving, interpersonal communications, and diversity in the workplace.

Close-Out Week Activities

During the final week of the program, participants will participate in the following activities to round out their program experience:

- Leadership In the New Millennium - an opportunity to learn from experts and executives on the future of leadership in the federal government
- Leadership Development Team Presentations - each team will conduct a one-hour presentation based on one of the 27 Leadership Effectiveness Inventory competencies

- Post-LEI/Transitioning Workshop - an opportunity for participants to review the program year and transition into the next phase of their career, as well as receive the results of the LEI that is completed with the supervisor again at the end of the program year
- Graduation Ceremony - agency program coordinators, supervisors, agency officials and guests are invited to celebrate each participant's success

Individual Needs Assessments

Before attending the orientation session, a Leadership Effectiveness Inventory (LEI) will be completed to assess the level of leadership and managerial skills. The Myers-Briggs Type Indicator (MBTI) personality assessment will also be completed. The results of these assessments will be returned at the orientation session. The result will be used as a basis for the Individual Development Plan.

Individual Development Plan

The Individual Development Plan is the participant's course of action for the six-month New Leader Program. It is designed by the participant and is based on his/her individual development needs as defined by the leadership Effectiveness Inventory and the Myers-Briggs Type Indicator instruments and personal career development expectations. In addition to the minimum program requirements, the IDP should include any agency-specific training that will be completed during the program. Activities targeted toward personal growth and development should also be included in the IDPs.

All of these experiences provide opportunities for participants to develop individual skills and competencies, and to reinforce the formal classroom training. The activities are designed to give participants insight into their agency's mission, culture, and organizational structure. In addition, these developmental activities will provide exposure to other perspectives and methods for accomplishing work.

The New Leader Program provides the participants with several sample IDP formats, and they are asked to choose the format that works best for them.

Leadership Development Team

Each participant is assigned to a Leadership Development Team during the orientation session. The team experience encourages the strengthening of team building and interpersonal skills needed for effective group interaction and decision making; stimulates a commitment to personal development and continued learning; provides a forum for participants to explore and address current issues facing managers in the Federal workforce; strengthens leadership skills and promotes individual creativity; provides one-on-one support for participants during this developmental experience; and provides participants the opportunity to network. An hour-long oral presentation is made during Close-Out Graduation week where every participant is involved.

Developmental Work Assignments

Each participant is required to complete, at a minimum, one 30-day developmental assignment inside of the agency. These developmental assignments can be counted as either calendar days or actual work days and must be outside the participant's current position of record. The participant identifies and negotiates his/her own developmental assignment. Supervisors and agency program coordinators may be helpful in making suggestions about opportunities in the target area.

The developmental assignment is special work experience chosen to help prepare participants for the nature and scope of responsibilities they are likely to assume and to strengthen their competence to perform well in another position. The developmental assignments provide participants the opportunity to develop skills and competencies in areas outside of their technical expertise. The participant is also provided an opportunity to network and represent his/her office/agency in new contexts. It is important for the participant to work with the supervisor to identify other offices or sub-organizations in their agency with which their agency must deal regularly and effectively. The ideal is for the participant to try to get a number of opportunities to pick from and then analyze them to see which assignments help them meet their objectives, fit in best with their schedule, and interest them the most.

Organizational Perspective Overview

Each New Leader Program participant is required to complete an analysis of his/her organization. The purpose of this analysis is to provide participants with an opportunity to become familiar with their agency, what it does, and how it works. This analysis will include a review of the agency's organization, mission, vision, strategic plan, and performance plans. Each participant will have the opportunity to review his/her own position description so he/she can have a better understanding of his/her role in the organization.

In order to complete this task, each participant is responsible for locating and reviewing a copy of the following documents and required to fill out the Organizational Perspective Form reflecting the date the review of each of these items was completed: Organizational Chart, Mission Statement, Vision Statement, Organization's Strategic Plan, Organization's Performance Plan, and Review of Own Position Description.

Shadowing Assignment

Each New Leader Program participant is required to complete a five-day shadowing assignment with a senior Federal manager from the GS/GM-13 level to the Senior Executive Service level. The purpose of this assignment is to provide participants exposure to managerial excellence and to gain visibility among Federal managers and executives. This component also provides participants an opportunity to view decision-making styles and problem-solving techniques in a real-world situation. Participants will also gain experience in communicating with managers/executives in one-on-one situations.

Program coordinators or supervisors might be able to help in identifying managers and executives interested in providing shadowing opportunities. The participant may want to shadow someone who is in a position they would like to acquire at some point in his/her career. A written evaluation of this experience is required. This evaluation should include: the manager's/executive's name, title, and agency designation; dates of the assignment; notable characteristics that helped to make this personal successful (i.e. decision making style, interpersonal sensitivity, ability to communicate clearly, and conflict management style); why the participant chose this particular individual; and recommendation of this activity being included in future New Leader Programs.

Executive Interviews

Each New Leader Program participant is required to complete an executive interview with a career employee from the GS-13 to the SES level. The purpose of the interview is to provide opportunities to gain critical information for long-term career planning and development; to gain insight and knowledge about the role of a Federal executive through personal interaction; to assist in the establishment of a formal/informal support network for professional development; to provide opportunities for personal interaction with high level executives; and to strengthen interpersonal skills. The executive interview paper should be two to four typewritten pages and include the following information: name, title, organization, location, and scope of the interviewee's responsibility; a discussion of key learnings from the executive interview; the most critical aspect of the job and why; career progression; how early career planning prepared his/her for current job; type of career preparation he/she would recommend; the role mentoring played in his/her career; the interviewee's recommendations on how to enhance the interviewer's developmental year in the New Leader Program; types of personal attributes one must possess to be a successful manager, and any other pertinent information.

Managerial Readings

Each participant is required to read two management/leadership books to broaden his/her knowledge in the management field. This activity will enhance the participant's sensitivity to management environment issues, trends, and managerial concepts that may impact effectiveness as managers and supervisors, and strengthening analytical skills and providing a broader perspective of organizational culture, dynamics, and climate. The book reviews should include the title, author's name, publisher, and publication date; major management concepts discussed; a discussion of the significance of the book's concepts to the participant's work experience and learnings, and a recommendation for including this book on next year's reading list. Each book review should be two to three typewritten pages.

Program Impact Paper

Each participant will be expected to prepare a paper discussing his/her experiences during the program year and how those experiences will impact his/her career plans and goals. The Program Impact Paper may include: Program highlights and major accomplishments; benefits of the Program for the sponsoring agency; identification of the participant's personal and/or professional growth due to the Program experience; identification of additional training and developmental opportunities for the participant's future personal and professional growth; and discussion of the participant's future career goals.

U.S. DEPARTMENT OF ENERGY

**Career Development Programs
ASPIRING LEADER PROGRAM (GS- 5/6/7)**

PROGRAM SUMMARY

USDA Graduate School Program Director: Delores Stuckey: Tel: (202) 314-3595
USDA Graduate School Program Assistant: Theresa Stanley: Tel: (202) 314-3581
FAX: (202) 479-6814

**Address: Leadership Development Academy, Aspiring Leader Program
600 Maryland Ave., SW, Suite 330, Washington, DC 20024**

Objective: To prepare federal employees in one-grade interval technical, administrative, and support positions to be team leaders and supervisors by strengthening basic competencies in managerial skills including problem solving, oral and written communication, interpersonal skills, and self-direction

Cost: \$1,995 tuition for 1999 programs plus travel expenses (paid by organization)

Duration: 6 months (part-time, participants remain on job)

Program Cycle: Three programs a year normally beginning in January, May, and August

Structure: Major components of this program, in addition to three one-week residential training sessions/seminars, two management readings, a program impact paper, and leadership development team activities include the following:

Developmental Assignment: One 30-day assignment in DOE (determined by agency) designed to give them insight into agency mission, culture, organizational structure, and meet future individual and agency needs.

Shadowing: Shadow/observe a Federal manager at the GS-11 to 13 level for one week.

Executive Interviews: Completion of three executive interviews with Federal managers at the GS-11 to 13 level. Purpose is to gain critical information for long-term career planning and to develop insight and knowledge about the role of the Federal executive.

Aspiring Leader Program

Detailed Program Information

The Aspiring Leader Program prepares federal employees at the GS 5/6/7 levels for positions as team leaders, supervisors, and managers. The program strengthens basic competencies in managerial skills such as: Oral and Written Communication, Problem Solving, Leadership Skills, Interpersonal Skills, Self-Direction, Flexibility, Customer Service, Decisiveness, and Technical Competence.

The Aspiring Leader Program is structured around three, 5-day residential seminars. Each seminar includes a daily classroom schedule and several mandatory evening sessions. In addition, the program contains several developmental work assignments to be completed outside the classroom.

The Aspiring Leader Program is designed around classroom learning and self-study assignments to allow the participant to tailor the program to specifically fit your developmental needs. The program provides two main benefits:

- Participants acquire the skills they need to work well in a team environment; and
- Organizations acquire team-oriented, self-directed staff members.

The following information is important for applicants and first/second-line supervisors to understand before deciding to participate or support participation:

Program (Time) Requirements

To complete the minimum requirements of the Aspiring Leader Program, each participant may be expected to be away from his or her position of record for a minimum of 45 days over the course of the 6-month program. Scheduling of developmental activities may be timed to minimize disruptions in department or agency work flow.

Participant Qualifications

The program is open to full-time permanent federal employees at the GS-5/6/7 level who have demonstrated significant leadership potential. Waivers to the grade requirements will be considered on an individual basis at agency request.

Nominating Procedure

Program acceptance is based on The Graduate School's review of agency nomination packages. Nomination packages for each nominee must include:

- < Current SF-171, OF-612, or detailed resume
- < Complete Graduate School, USDA ALP Application
- < Training forms SF-182 complete with all billing information and signatures

Each agency should ensure that nominees are selected in a fair and equitable manner.

Costs

Tuition for the 6-month program is \$1,995 per participant. Payment is made to the Graduate School through approved government training forms or Government Credit Card. Tuition must be paid upon receipt of invoice, which will be issued upon participant's completion of the orientation residential session.

Payment documents must be complete with billing addresses, appropriation classifications and purchase order numbers.

Tuition payment does not include travel or lodging costs. Travel and lodging costs for the three residential sessions is the responsibility of the employing agency. Lodging costs will be at or below per diem rates. Participants will be expected to pay for all meals while in residence at Orientation, Core I, and the graduation/close-out session activities except for the luncheon.

The Program is composed of the following components:

Program Curriculum

The Aspiring Leader Program's classroom curriculum is divided into three five-day residential seminars located within a 200 mile radius of the Washington, D.C., metropolitan area. Because teamwork is critical to good management, each participant is assigned to a Leadership Development Team during the residential sessions. These teams strengthen leadership and interpersonal skills, stimulate commitment to personal development and provide a forum for exploring and addressing current issues facing supervisors and managers in the federal workplace. Each team will prepare and deliver a two-hour presentation on a management-related topic for their class. Additional details for each session follows:

Orientation and Skill Building

This session focuses on Individual Development Needs, Self-Direction, Team Building, Leadership Skills, Team Formation, and Interpersonal Skills.

Participants are assigned to Leadership Development Teams and begin working on team presentations. In addition, program requirements, policies, expectations and opportunities are outlined.

Teams At Work

This session takes place approximately six weeks after the initial session and concentrates on: Team Performance, Conflict Management, Decision Making, Problem Solving, Interpersonal Skills, Customer Service, Diversity and Cultural Awareness in the Workplace, Flexibility, and Presentation Skills.

Team Presentations, Closeout, and Graduation

In this session, emphasis is placed on: Oral Communication, Self-Direction, and Leadership Skills. Teams deliver presentations. Participants, supervisors, managers, program coordinators, team advisors and mentors attend a graduation ceremony and luncheon.

Individual Needs Assessment

In order to help customize the program to fit individual needs, participants will complete the following before attending the initial residential session:

- Leadership Effectiveness Inventory to assess competencies and managerial skill level; and
- Myers-Briggs Type Indicator to facilitate team-building exercises.

Leadership Development Plan

The Leadership Development Plan (LDP) is the Program's entire course of action. It is designed by the participant, with input from the supervisor and agency program coordinator, and is based on individual developmental needs as defined by the Leadership Effectiveness Inventory and the Myers-Briggs Type Indicator. The LDP should include: one 30-day developmental assignment; a one-week shadowing assignment; all three core training sessions; Leadership Development Team activities; three manager interviews; two management book reviews; shadowing assignment paper; and the program impact paper. A sample boilerplate for the LDP is provided for the participant by the USDA Graduate School.

Leadership Development Team

Each participant is assigned to a Leadership Development Team during the orientation session. The team experience encourages the strengthening of team building and interpersonal skills needed for effective group interaction and decision making; stimulates a commitment to personal development and continued learning; provides a forum for participants to explore and address current issues facing managers in the Federal workforce; strengthens leadership skills and promotes individual creativity; provides one-on-one support for participants during this developmental experience; and provides participants the opportunity to network. An hour-long oral presentation is made during Close-Out Graduation week where every participant is involved.

Management Readings

The review of managerial literature is designed to involve the participants in broadening their knowledge of the leadership/management field. The major objectives for this requirement include: enhancing the participant's sensitivity to managerial environment issues and trends as well as managerial concepts; strengthening the participant's analytical skills; and providing sensitivity to of organizational cultures, dynamics, and climate. Each participant must read and write a review on two management books. The reviews need to include: title of book, author's name, publisher, and the publication date; major leadership concepts discussed in the book; discussion of the significance of the book's concepts to Federal managers; and recommendations for including this book on future reading lists.

Management Interviews

Each participant must interview a minimum of three federal managers at the GS 11-13 levels. These interviews will provide an additional opportunity to have visibility at the management level and gain critical information for long-term career planning and development. The objectives of the interview are: to gain insight and knowledge about the role of the Federal manager; to assist in the establishment of a support network for professional development; to provide opportunities for professional interaction with Federal managers; and to strengthen the participants' interpersonal skills. Interview papers should be written and include the following: name, title, organization, location, and scope of the interviewee's responsibility; discussion of the Federal manager's career progression; the most critical aspect of their job and why; how early career planning prepared the manager for current position; type of career preparation the manager would recommend; and the types of personal/professional attributes one must possess to be a successful manager.

Shadowing Assignment

In addition to the three residential sessions, the program includes a one-week "shadowing" assignment of a federal manager at the GS 11-13 levels. The purpose of this shadowing assignment is to provide participants exposure to managerial excellence and to provide visibility opportunities among Federal managers and executives. This component also provides participants an opportunity to view decision making styles and problem solving techniques in a real-world situation. Participants will also gain experience in communicating with managers in one-on-one situations. A written evaluation of this experience should include: managers' name, title, and agency designation; beginning and ending dates of the assignment; outline of a typical day of the person shadowed; notable characteristics that helped make this manager successful; and why this individual was selected.

30-Day Development Assignment

Each participant must complete one 30-day development assignment in his/her agency outside the position of record. The developmental assignment does not have to be completed within 30 consecutive days. The assignment can be inside the participant's organization or in an outside

organization. The participant is responsible for the negotiation for this assignment. Areas within agencies that could provide useful developmental assignment opportunities include: planning/budget offices, personnel offices, public affairs, procurement/requisitioning offices, training and development offices, equal employment opportunity offices, and policy offices.

The developmental assignment is special work experience chosen to strengthen the competence to perform well in another position. These assignments provide participants with the opportunity to test leadership/project management capabilities in areas outside of the technical expertise. The participant is also provided with an opportunity to network, work in positions outside of the sponsoring agency, and represent their office/agency in new contexts.

Discussion should be held between the participant and the host supervisor. This discussion should include: identifying duties of the assignment; outlining outcomes and expectations; discussing the flexibility clause relating to termination of the assignment; establishing beginning and ending dates; identifying the person to report to; establishing a work station; and approving leave and/or training session plans.

Program Impact Paper

Each participant will be expected to prepare a paper discussing his/her experiences during the program year and how those experiences will impact his/her career plans and goals. The Program Impact Paper may include: program highlights and major accomplishments; benefits of the Program for the sponsoring agency; identification of the participant's personal and/or professional growth due to the Program experience; identification of additional training and developmental opportunities for the participant's future personal and professional growth; and discussion of the participant's future career goals.

Roles and Responsibilities

The roles and responsibilities are described below for the participant, first-line supervisor, agency coordinator, the Office of Training and Human Resource Development, and the USDA Graduate School staff. Since these programs will now be managed at the local level, the field training coordinators and the Washington Area Training and Employee Development Center's Headquarters' program coordinator will be considered the agency coordinators. Additional information on the role of the agency program coordinator is included in the section on Leadership Development Plans.

The roles and responsibilities for the *participants* include:

- Coordinating the design/development of the Leadership Development Plan (LDP) with the agency coordinator, first-line supervisor, mentor, and the USDA Graduate School Program office;
- Attending and participating in all program and leadership team activities;
- Meeting all program deadlines and reporting requirements;
- Forwarding all written assignments to the USDA Graduate School Program office and the agency coordinator;
- Assuming the responsibility for their success in the program; and
- Exhibiting the highest ideals of professional conduct and standards during the program year.

The roles and responsibilities for the *first-line supervisors* include:

- Providing support to the participant during the program year;
- Assisting the participant in finalizing the Leadership/Individual Development Plan;
- Assisting in the identification of developmental assignments that will address the participant's developmental needs;
- Reviewing, approving, and signing LDPs, developmental assignment contracts; and
- Completing the mid-year and end-of-year progress reviews.

The roles and responsibilities for the *agency program coordinators* include:

- Selecting any number of finalist(s) that the organization can fund;
- Notifying non-finalist(s) of the selection results;
- Submitting nominations to the Office of Training and Human Resource Development;
- Generating Request, Authorization, Agreement, and Certification of Training (SF-182) with accounting data and purchase order number;
- Notifying finalist(s) of acceptance by the USDA Graduate School;
- Coordinating program activities and information between the Departmental Element and the USDA Graduate School;
- Providing guidance to each participant generating ideas for strategizing, designing, and specifying developmental activities for the Leadership Development Plan;

- Providing guidance to participants on ideas for developmental assignments, executive interviews, shadowing;
- Reviewing and approving Leadership Development Plans (Individual Development Plans), Developmental Assignment Contracts, and reviewing all other program documentation provided to the USDA Graduate School; and
- Monitoring program activities, following up on participants' progress, and providing guidance on programmatic issues or problems.

The roles and responsibilities for the ***Office of Training and Human Resource Development*** include:

- Preparing and distributing the annual announcement of all four programs;
- Receiving and reviewing nominations from Departmental Elements and forwarding them to the USDA Graduate School;
- Canvassing the Department for developmental assignment opportunities for participants and disseminating them to agency coordinators;
- Providing programmatic guidance to agency coordinators;
- Writing articles on graduating classes for the “DOE This Month”;
- Tracking demographic statistics on program graduates;
- Preparing annual “state of affairs” reports containing statistics, trends, and reflecting program impacts;
- Designing and developing evaluative surveys to obtain feedback from graduates and supervisors; and
- Conducting a “Corporate” orientation via Telcon or Televideo for participants and training coordinators.

The roles and responsibilities for the ***USDA Graduate School*** staff include:

- Delivering all residential training sessions/seminars;
- Reviewing and approving Leadership Development Plans;
- Coordinating with agency program coordinators on program activities including the nomination of program finalists, acceptance of DOE finalists, scheduling of program events and activities, and related administrative functions; and
- Coordinating and following up with participants on the progress of specific program activities i.e., completion of the Leadership Development Plan, work assignments, and team projects.

Leadership Development Plans

Detailed Information

THE LEADERSHIP DEVELOPMENT PLAN (LDP): WHAT IT IS

The LDP is the road map to developmental success that participants will be using throughout the Program. It is to be designed using the developmental information found in the LEI and LEF in cooperation with input and feedback from the supervisor, agency coordinator, and senior advisor, who will act as the mentor. The participant must focus on the developmental needs identified by the LEI. It should be based on each participant's developmental needs. A completed LDP is required prior to beginning a developmental assignment.

Participants' individual leadership needs will be determined as:

- T They complete the Leadership Effectiveness Inventory (LEI) and the Myers-Briggs Type Indicator (MBTI).
- T They incorporate developmental activities (developmental assignments, interviews, and shadowing).
- T They participate in their Leadership Team activities.

Participant and group needs will be identified through the LEI and revolve around the essential behaviors of an effective leader as indicated by the LEI and LEF. Participants will be exposed to the leadership competency areas in Orientation and will work to further develop these competencies throughout the program.

THE LDP: WHAT IT MUST INCLUDE

The LDP must include the minimum Required Activities as well as other forms of continual learning.

The Graduate School will use the LEI group data to ensure the curriculum is meeting participant needs. If a participant has an extreme need, the required core curriculum alone may not fulfill that need. The LDP should be supplemented with additional developmental activities to meet these unique needs.

The LDP must also include Individual Activities and Agency-Specific Activities that will complement the Required Group Activities. This means that individual and agency needs/interests NOT covered by the Required Group Activities should be addressed here.

THE LDP: PARTICIPANTS' ROLES

- T Discuss the draft LDP with the supervisor, mentor, and agency program coordinator;
- T Discuss the LEI results and developmental needs/interests;
- T Discuss the Required Group Activities that must be included on the LDP;
- T Sign off on LDP;
- T Complete the assignments on the LDP;
- T Provide the supervisor and program coordinator with a written critique of all activities identified on the LDP as completed; and
- T Submit the completed LDP to the USDA Graduate School by the specified deadline date.

THE LDP: SUPERVISORS' ROLES

- T Discuss developmental needs/interests with participant;
- T Assist participant in identifying developmental opportunities;
- T Sign-off on final draft of LDP; and
- T Discuss written critique with participant.

THE LDP: SENIOR ADVISORS' ROLES

- T Advise the participant on appropriateness of areas/locations for developmental assignments;
- T Advise participant on the competencies needed for successful performance of target area positions;
- T Assist the participant as requested in locating potential developmental assignment locations;
- T Sign the participant's LDP; and
- T Provide informal coaching throughout the program.

THE LDP: AGENCY COORDINATORS' ROLES

- T Discuss developmental needs/interests with participants and supervisors as needed;
- T Develop strategies for designing the LDP based on career goals and plans;
- T Assist participants and supervisors in the identification of developmental assignments and managers to shadow and interview;
- T Sign-off on LDP;
- T Insure that LDP is signed-off on by participant, supervisor, and senior advisor;
- T Provide on-going consultation with participants throughout duration of program; and
- T Meet periodically with participants and supervisors (if possible) to discuss successes and areas that need further improvement concerning developmental activities.

THE LDP: WHAT THE USDA GRADUATE SCHOOL IS TO DO

- T Review final DRAFT LDP to determine whether all necessary LEI/LDP items have been included;
- T Obtain feedback from participants, supervisors, and coordinators of Program objectives; and
- T Approve final LDP to make it official and advise agencies that approval has been given.

The LDP remains a draft until the participant, the supervisor, the senior advisor, the coordinator, and the USDA Graduate School have signed it. It becomes official after all five signatures have been secured. Participants will not be allowed to continue in the program until they have a completed and approved LDP.

The Agency Program Coordinators and USDA Graduate School certify that participants have completed their developmental activities. The validity of both parties' certification rests on the participants attending all program activities and completing all other program requirements.

DOE Administrative Procedures

The following information was developed in order to provide guidance to participants regarding required written program documentation. This information will also provide agency program coordinators with specifics on processing the program paperwork. The DOE Office of Training and Human Resource Development staff received, reviewed, approved, and filed all program documents.

During the program year participants in leadership development programs are responsible for submitting required written documentation to the USDA Graduate School Program Office. In order to maintain an official DOE training record so that participant progress can be accurately tracked, the following procedures should be followed:

- < An original copy of the following documents should be sent for review and approval to the designated DOE program coordinator two weeks prior to the USDA Graduate School due date:
 - C Leadership/Individual Development Plan (LDP)
 - C Developmental Assignment Contract (DAC) – required to be in place one week after assignment begins

Note: Subsequent to approval, the DOE coordinator will send one original and two copies of the LDP and a copy of the signed DAC to the USDA Program Office. One copy of the LDP and the original copy of the DAC will be mailed to the participant's home address; a copy will also be filed in the DOE training record.

- < One copy of the following documents should be mailed, faxed, or e-mailed to the DOE program coordinator at the same time they are sent to the USDA Graduate School Program Office:
 - C Senior Advisor (Mentor) Form (EPP and ELP)
 - C LDP revisions (EPP, ELP, NLP, and ALP)
 - C 60-day or 30-day Developmental Assignment Host Certification (EPP, ELP, NLP and ALP)
 - C 60-day or 30-day Development Assignment Impact Paper (EPP, ELP, NLP, and ALP)
 - C Organizational Perspective Overview (NLP only)
 - C Shadowing Assignment Paper (EPP, ELP, NLP, and ALP)
 - C Executive/Management Interview Papers (EPP, ELP, NLP, and ALP)
 - C Managerial Book reviews (ELP, NLP, and ALP)
 - C Mid-Year Supervisory Review (ELP and ALP)
 - C End-of-Year Supervisory Review (ELP and ALP)
 - C Team Leadership Report (EPP, ELP, NLP, and ALP)
 - C Outstanding Leadership Practices Team Report (EPP and ELP)
 - C Program Impact Paper (ELP, NLP, and ALP)

- < Changes in work or home address, work or home telephone number, internet address, position of record, grade or series, or first-line supervisor should be reported to the program coordinator by mail, FAX, or E-mail. A data sheet provided by the USDA Graduate School can also be used for this purpose.

A tracking form was created and regularly updated as written documentation arrived. All participants were placed on the master tracking form (copy of form in “Sample Forms” section of this Guide). A participant roster containing the participant name, team designation, DOE organization, job title, grade and series, phone and fax number, e-mail address, and home address was created (copy of this form in “Sample Forms” section of the Guide). It was also helpful to create labels for participant home addresses as well as labels for the USDA Graduate School program offices.

Agency Program Files

A DOE training file was created and maintained on each program participant. This file contained copies of all program documentation sent to the USDA Graduate School as well as e-mails to and from participants disseminating information during the program year. It also included any other miscellaneous information such as resumes, letters to potential host supervisors, etc.

An accordion folder was used for each participant's record with a manilla folder for each program component. Name, organization, job title, and grade were placed on the label for the accordion folder. Labels for each program component were placed on the manilla folders, and documents were read and filed in these folders throughout the year. For example, labels for the Executive Leadership Program for Mid-Level Employees included the following program components:

- Leadership Development Plan
- Managerial Book Review #1
- Managerial Book Review #2
- Managerial Book Review #3
- Shadowing Report
- Executive Interview #1
- Executive Interview #2
- Executive Interview #3
- Executive Interview #4
- Executive Interview #5
- Mid-Year Supervisory Review
- 30-day Developmental Assignment Contract
- 30-day Developmental Assignment Paper
- 30-day Host Supervisor's Review
- 60-day Developmental Assignment Contract
- 60-day Developmental Assignment Paper
- 60-day Host Supervisor's Review
- End-of-Year Supervisory Review
- Program Impact Paper
- Team Leadership Report
- Mentoring Form
- Leadership Practices Seminar Report

Sample Forms

Below are some sample forms which are used by the Executive Potential Program, the Executive Leadership Program, and the New Leader Program at the USDA Graduate School. Also included are forms developed and used by the Office of Training and Human Resource Development (MA-31) for the purpose of monitoring participant progress. All the forms for all four programs are not available here. However, this sampling gives you sufficient information on the boilerplates the USDA Graduate School and MA-31 use and will come in handy to provide to your participants electronically.

2001 EXECUTIVE POTENTIAL PROGRAM

Requirements Summary

Name:

Agency:

<u>REQUIRED PROGRAM ACTIVITIES</u>	<u>SCHEDULED</u>	<u>COMPLETED</u>
Orientation	4/2-7/00	_____
Core Curriculum I	6/18-23/00	_____
Senior Advisor	By 5/17/00	_____
(Reported to USDA Graduate School)		
LDP Approved	By 6/2/00	_____
60 Day Assignment I	_____	_____
-Certification		_____
-Impact Paper		_____
Core Curriculum II (<i>Tentative</i>)	10/22-27/00	_____
60 Day Assignment II	_____	_____
-Certification		_____
- Impact Paper		_____
5 Executive Interviews	By 9/25/00	
-Summary 1		_____
-Summary 2		_____
-Summary 3		_____
-Summary 4		_____
-Summary 5		_____
Shadowing Assignment Summary	By 12/5/00	_____
Close-out/Graduation	3/26-30/01	_____

2001 EXECUTIVE POTENTIAL PROGRAM

Developmental Assignment Contract Information

1. Participant Information

- Name
- Organization
- Address
- Telephone number

2. Assignment Position and Location

- Agency
- Address
- E-Mail Address
- Telephone number
- Host supervisor

3. Assignment Period

- Beginning date
- Ending date
- Vacation period
- Training period

4. Overview of Host Organization:

- Include the organization's primary mission and tasks.

5. Overview of Program Assignment duties:

6. Assignment Objectives:

Describe how the assignment will expose the participant to leadership experiences and other activities that would further address the competency areas as identified by the results of the 360 Degree Feedback and the LDP.

.

7. Flexibility Clause:

If evaluation of the participant's progress dictates a change, the assignment objectives may be modified. If the assignment plan does not provide facilities and the opportunity to achieve the participant's objectives, the developmental assignment may be terminated with mutual consent.

Approval Signatures:

Participant _____

Permanent Supervisor _____

Developmental
Assignment Supervisor _____

Agency Coordinator _____

- NOTE:**
1. Return a copy of each approved developmental assignment contract to USDA Graduate School/EPP prior to beginning each assignment.
 2. Vacation and training periods are not considered part of the 60-day assignment.
 3. Shadow Assignments may not be conducted as a part of the 60 Day Developmental assignment. Should you wish to shadow someone on your assignment, you must add the additional shadowing days to your 60 Day assignment.
 4. You may not include an interview with your host supervisor toward the required 5 interviews.

2001 EXECUTIVE POTENTIAL PROGRAM

Certification of Developmental Assignment

(To be completed by the host supervisor upon completion of the assignment).

Participant _____

Assignment (Agency/Component/City)

Start Date _____ Completion Date _____

Please provide a brief evaluation of the experiences and insights the participant gained from this developmental assignment.

Describe the assignment's benefits:

(a) What can the participant do differently (b) How did this assignment change the leadership behaviors of the participant.

What recommendations, if any, would you make for future Executive Potential Program Participants seeking developmental assignments?

Other comments:

Signature _____

Date _____

Upon completion of each assignment, return a copy of this certification to the USDA Graduate School/EPP and also to the agency Program Coordinator.

FIRST-LINE SUPERVISOR'S REVIEW
1999-2000 WOMEN'S EXECUTIVE LEADERSHIP PROGRAM PARTICIPANT

PARTICIPANT'S NAME:

AGENCY:

CLASS #:

SUPERVISOR'S NAME:

TELEPHONE #:

Please check one: ☐ Mid-Year Review ☐ End-of-year Review

Discuss professional growth, if any, participant has demonstrated since entering the Women's Executive Leadership Program.

Discuss specific skills and behaviors participant has acquired since entering the Women's Executive Leadership Program.

Overall, has the participant benefitted from the Women's Executive Leadership Program experiences thus far?

Have you received feedback from participant's host-supervisor(s) on developmental assignment performance? Please explain.

Do you have any additional comments or concerns? (Please use the back of this page if extra space is needed.)

FIRST-LINE SUPERVISOR'S SIGNATURE:

DATE:

NEW LEADER PROGRAM

Organizational Perspective Form

Date Read/Review Completed

Organizational Chart (agency or office)

Mission Statement (agency or office)

Agency Vision Statement

Strategic Plan

Performance Plans (GPRA), etc.

Review of Your Position Description

Comments and Key Learnings:

2001 EXECUTIVE POTENTIAL PROGRAM

Senior Advisor (Mentor) Reporting Sheet

Please return this page to the USDA Graduate School, with the information requested concerning your senior advisor.

Your Name: _____ Date: _____

Telephone: _____

SENIOR ADVISOR INFORMATION

Name: _____ Telephone: _____

Title: _____

Full mailing address:

Please return to:

USDA GRADUATE SCHOOL
EXECUTIVE POTENTIAL PROGRAM SUITE 330
600 MARYLAND AVENUE, SW.
WASHINGTON, DC 20024

2001 EXECUTIVE POTENTIAL PROGRAM

Experiential Learning Team Sponsor Reporting Sheet

Please return this page to USDA Graduate School, with the information requested concerning your Experiential Learning Team advisor.

Date: _____

Experiential Learning Team Number and
Name: _____

Your Name: _____

Telephone: _____

Experiential Learning Team SPONSOR INFORMATION

Name: _____ Telephone: _____

Title: _____

Full mailing address:

Please return to:

USDA GRADUATE SCHOOL
EXECUTIVE POTENTIAL PROGRAM SUITE 330
600 MARYLAND AVENUE, SW.
WASHINGTON, DC 20024

2001 EXECUTIVE POTENTIAL PROGRAM

Personal Data Change Sheet

Date _____

Name _____ Class _____

Agency _____ Tel. Number _____

Please check the following that apply:

____ Name Change From _____
To _____

____ Work Address: From _____
To _____

____ Home Address: From _____
To _____

____ Work Telephone Number: From _____
To _____

____ Home Telephone Number: From _____
To _____

2000/2001 EXECUTIVE POTENTIAL PROGRAM – TRACKING FORM

NAME	SENIOR ADVISOR FORM (5-17-00)	LDP (06/02/00)	1st 60-DAY DAC (7-8-00)	1st 60-DAY CERT.	1st 60-DAY IMPACT PAPER	2nd 60-DAY DAC (11-5-00)	2nd 60-DAY CERT.	2nd 60-DAY IMPACT PAPER	EXEC. INTERV. SUM (5) (9-25-00)	SHADOW REPORT 12/07/00	ELT REPORT
Margo Appel	X	X									
Christopher Bordeaux	X	X	X	X							
James Childs	X										
Wayne Elias	X	X									
LaDonna Foster	X	X									
Darrell Gilliam	X	X	X								
Steven Hamp	X	X	X								
Doris Hixon	XX	X									
Ramesh Jain	X	X	X								
Ruey-Pyng Lu	X	X									
Sharon Marchant	X	X									
Lewis Steinhoff	X	X	X								X
Paul Trottier	X	X	X								
Mark Van Der Puy	X	X	X								
Craig West	X	X	X								
Dennis Wilson	X	X									
Andrew Wirkkala	X	X									

NAME	SENIOR ADVISOR FORM (5-17-00)	LDP (06/02/00)	1 st 60-DAY DAC (7-8-00)	1 st 60-DAY CERT.	1 st 60-DAY IMPACT PAPER	2 nd 60-DAY DAC (11-5-00)	2 nd 60-DAY CERT.	2 nd 60-DAY IMPACT PAPER	EXEC. INTERV. SUM (5) (9-25-00)	SHADOW REPORT 12/07/00	ELT REPORT
Total: 17 3-27-00											

U. S. DEPARTMENT OF ENERGY

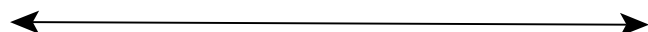
2000/2001 EXECUTIVE LEADERSHIP PROGRAM FOR MID-LEVEL EMPLOYEES
PARTICIPANT LIST

NAME	ORG./GD.	TITLE/ OCCUPATION	WORK TEL # FAX #	INTERNET ADDR.	HOME ADDRESS
LOFTIN, Samuel Team	Western Area Power Administration GS-801-13	General Engineer	(801) 524-6381 (801) 524-5017	loftin@wapa.gov	4742 S. Redtail Hawk Bay Salt Lake City, UT 84117
MOODY, Pamela Team	Western Area Power Administration GS-080-11	Security Specialist	(720) 962-7297 (720) 962-7315	pmoody@wapa.gov	19533 East Evans Drive Aurora, Colorado 80013
SPETS, James E. Team	Office of River Protection (Richland) GS-840-13	Quality Assurance Engineer	(509) 373-0140 (509) 373-0628	James_E_Spets@rl.gov	4210 Equestrian Dr. West Richland, WA 99353
STARCEVICH, Susan Team	Western Area Power Administration GS-1170-13	Realty Specialist	(702) 962-7275 (702) 962-7269	starcevi@wapa.gov	7475 Swadley St. Arvada, CO 80005-3285
SWAFFORD- CHUBE, Carrie Team	Richland Operations Office GS-801-13	General Engineer	(509) 376-6158 (509) 376-6100	Carrie_J_Swofford- Chube@rl.gov	777 McMurray #17 Richland, Washington 99352

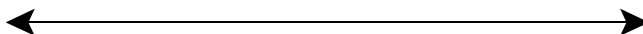
NAME	ORG./GD.	TITLE/ OCCUPATION	WORK TEL # FAX #	INTERNET ADDR.	HOME ADDRESS
TREICHEL, Lisa C. Team	EM-43 GS-401-13	Environmental Biologist	(301) 903-8177 (301) 903-3675	Lisa.Treichel@em.doe.gov	13541 Taylorstown Rd. Leesburg, VA 20176- 6165

CAREER DEVELOPMENT PROGRAMS TIME LINE

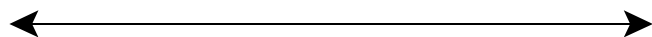
Jan.	Feb.	Mar	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July	Aug.
------	------	-----	-------	-----	------	------	------	-------	------	------	------	------	------	------	-------	-----	------	------	------



New Leader Program #1



New Leader Program #2



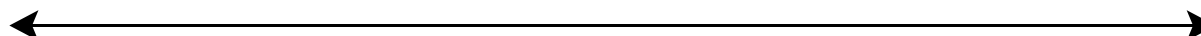
Aspiring Leader Program #1



Aspiring Leader Program #2



Executive Potential Program



Executive Leadership Program for Mid-Level Employees